

Rascals' Kids Club

All Saints C of E Primary School, Tatenhill Lane, Rangemore, BURTON-ON-TRENT, Staffordshire, DE13 9RW

Inspection date	16/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a safe and welcoming environment, where children feel happy, comfortable and secure. They follow appropriate safeguarding procedures to protect children from abuse.
- Staff support children's developing skills and abilities reasonably well, because they provide a varied range of activities that children enjoy.
- Staff demonstrate appropriate teaching skills most of the time, so that children make steady progress towards the early learning goals.

It is not yet good because

- The provider has failed to ensure that sufficient staff hold the necessary qualifications. This is a breach of the safeguarding and welfare requirements.
- Staff do not always provide sufficiently challenging activities to maintain children's full interest. Consequently, children are not always engaged in purposeful play and learning, and their behaviour is sometimes overly boisterous. This leads to an increased risk of accidental injury.
- Self-evaluation is not yet effective, leading to weaker partnerships with other professionals, and limited opportunities to enhance staff training and to foster a culture of teamwork. This minimises opportunities to extend children's learning experiences and build on their interests.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the school hall and conducted a joint observation of children's play and learning activities with the provider.
- The inspector looked at planning documentation, and discussed the arrangements for monitoring children's progress.
- The inspector held meetings and discussions with the provider and deputy manager of the provision and checked staff and children's attendance and registration records.
- The inspector checked evidence of suitability and qualifications of all staff working with children and discussed the provider's improvement plan.
- The inspector took account of the views of parents and children spoken to on the day of inspection.

Inspector

Jayne Rooke

Full report

Information about the setting

Rascals' Kids Club was re-registered under new ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Burton-on-Trent, Staffordshire and is managed by a private provider. The club serves the local area and is accessible to all children. It operates from the hall and one classroom within All Saints Church of England Primary School and there is an enclosed area available for outdoor play.

The club employs three members of childcare staff. The manager holds a foundation degree in early years. One member of staff is working towards an early years qualification at level 3. The club opens Monday to Friday from 7.30am until 8.45am and 3.15pm until 6pm during term time. A holiday club operates from 7.30am until 6pm, during each school holiday. Children attend for a variety of sessions. There are currently 31 children attending, of these five are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that at least half of all other staff hold a full and relevant early years qualification
- ensure that children's learning and development is fully supported through planned and purposeful play, which focuses on their emerging needs and interests, and is consistent between the after school club and school provision
- develop an effective supervision and self-evaluation procedure to foster a culture of mutual support, teamwork and continuous improvement.

To further improve the quality of the early years provision the provider should:

- develop children's awareness of boundaries and behavioural expectations, so that children become more aware of risks and consequences and how their own actions affect other people
- strengthen the partnerships with other providers and the school, to secure continuity in children's learning and build on their interests.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a suitable range of activities and games that help children to develop their skills and abilities across the seven areas of learning. For example, children involve themselves in imaginative role play games with the play tent and dressing-up clothes. School age children initiate their own ideas by organising a fun arm-wrestling competition. However, children spend much of their time occupied in over boisterous play, which sometimes lacks meaning and purpose. This leads to less challenging learning.

Staff demonstrate appropriate teaching skills most of the time, so that the majority of children become engaged in craft activities that they enjoy. For example, children create pictures using a variety of materials to make Christmas cards and to record events from their Christmas play. They write recognisable letters and words to make their Christmas wish list. This supports their literacy and creative development.

Useful arrangements are in place to observe, assess and monitor children's progress, through informal discussion with parents, and between key persons. However, there is a limited exchange of information between the after school club and the school, leading to some limitations in the range of complementary activities and children's learning. However, staff obtain sufficient information about children's key interests from parents, so that they can plan appropriately for each child's next stage in learning. As a result, children make steady progress towards the early learning goals through shared learning experiences between the after school club and home.

The contribution of the early years provision to the well-being of children

Staff demonstrate a suitable understanding of how to keep children safe and promote their welfare. They provide a welcoming environment where children feel happy, comfortable and secure. They supervise children as they play, offering advice to help children develop sensible safety awareness, during their robust and active games. However, children do not always take notice of staff instructions to calm down when their play becomes overly boisterous. This leads to some unsafe behaviour where children are at increased risk of hurting themselves or others. However, staff take turns to monitor children, when it is time to go to the toilet and are mindful of children's safety and well-being at this time. For example, they encourage children to be considerate and helpful towards each other and to talk about any worries, anxieties or concerns. The school hall is organised appropriately to give children space for their self-chosen play and to take part in varied activities. As a result, children are kept safe and enjoy their time at the club.

Sufficient staff are deployed appropriately to manage children's daily care and routines. Children are provided with varied snacks which are mostly healthy and nutritious, such as jam crackers, followed by fresh fruit. Children enjoy active games outdoors during the summer months and take part in seasonal outings, such as woodland walks in the Autumn. This ensures that children get some fresh air and exercise on a regular basis.

Children are encouraged to manage their personal needs independently, by helping themselves to a drink and to prepare their own food. Staff meet and greet children on arrival and ensure that they leave the premises with their parent, or an appropriate adult. They take time to talk to parents about their child's care and well-being at the beginning and end of each day. This supports children's emotional well-being, as they transfer from home to school.

The effectiveness of the leadership and management of the early years provision

Safeguarding arrangements work well because staff understand what to look for, and what to do if they are worried about a child's welfare. They follow appropriate policies and procedures to record and report any concerns to the relevant authority. Suitable recruitment and vetting procedures are in place to ensure that all staff are cleared to work safely with children. However, the provider has failed to ensure that sufficient staff hold the necessary qualifications. This is a breach of the safeguarding and welfare requirements. It is also a breach of a requirement for the compulsory part of the Childcare Register. The impact of this breach is reduced because the manager holds a level 3 qualification and the two other staff have sufficient early years experience, to ensure that children's safe care, well-being and learning is not fully compromised. Furthermore, the deputy manager is working towards a level 3 qualification, which is due to be completed in the near future.

Self-evaluation is not yet strong enough to establish a culture of mutual support, teamwork and continuous improvement. This means that whilst some priorities have been set to improve the monitoring of the educational programmes, not enough has been done to establish effective relationships within the school, to support children's continuity in learning. Staff have attended some training events, such as first aid and food hygiene to maintain their basic skills. However, the manager has not yet established a secure training and appraisal plan to monitor staff's professional development and needs. Consequently, staff take on more of a supervisory role of children's play and activities. However, they demonstrate sufficient understanding of how to observe, assess and monitor children's progress, which helps them to plan and deliver the educational programmes, reasonably well. This supports children's involvement in enjoyable activities.

Partnerships with parents are developing well, leading to positive and trusting relationships. Parents spoken to at the inspection state that they are satisfied with the level of care and the range of activities provided. School age children say that they are happy and have fun. However, the manager has not yet established effective partnerships with other professionals and teachers in school. Consequently, arrangements to develop and enhance children's individual needs and interests are not yet fully in place.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are **Met**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work. (compulsory part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY464356
Local authority	Staffordshire
Inspection number	926291
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	31
Name of provider	Laura Rebecca Haynes
Date of previous inspection	not applicable
Telephone number	07805480997

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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